






Stage 6 School based Assessment in Languages: Resource development


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Standard Descriptors and Hours for a course/consultancy

Completing **Stage 6 School-based assessment in Languages; Resource development** will contribute **5** hours of QTC Registered PD addressing **1.5.2, 5.1.2, 6.2.2**, from the Australian Professional Standards for Teachers towards maintaining **Proficient** Teacher Accreditation in NSW.



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Why the change?

“Students often feel compelled to choose to do “what’s due next”, or “what’s worth more”. Some assessment tasks replicate previous HSC examination questions, either in the form of an essay, or mimicking the examination. This limits the variety of tasks used to assess student knowledge and skills.”

“Fewer assessment tasks will allow schools to spend more time teaching the knowledge and skills in a course, and shift the focus from superficial learning just for the examination.”

—NESA Review of School-based Assessment for Stage 6 Languages
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YEAR 11 FROM Term 1 2018

Continuers and Beginners

- A maximum of 3 assessment tasks
- The minimum weighting for an individual task is 20%
- The maximum weighting for an individual task is 40%
- These weightings are mandatory
- One task may be a formal written examination

Component	Weighting%		
	Was	Now	
Listening	25	30	Productives = 40% Receptives = 60%
Reading	40	30	
Speaking	20	20	
Writing	15	20	

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YEAR 12 FROM Term 4 2018

Continuers and Beginners

- A maximum of 4 assessment tasks
- The minimum weighting for an individual task is 10%
- The maximum weighting for an individual task is 40%
- One task may be a formal written examination with a maximum weighting of 30%

Component	Weighting%		
	Was	Now	
Listening	25	30	Productives = 40% Receptives = 60%
Reading	40	30	
Speaking	20	20	
Writing	15	20	

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YEAR 12 EXTENSION

FROM TERM 4 2018

- A maximum of 3 assessment tasks
- The minimum weighting for an individual task is 20%
- The maximum weighting for an individual task is 40%
- One task may be a formal written examination with a maximum weighting of 30%

Component	Weighting%		
	Was	Now	
Text Analysis	50	40	
Writing	30	40	
Speaking	20	20	

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Important information

- **A formal written exam is:** ½ Yearly, Yearly or Trial examination completed during a designated exam period
- You can schedule more than one formal exam but can only include **one** in the formal assessment schedule
- HSC examination is **Not** changing



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What is a formal written examination?

"A formal written examination is defined as a task such as a Half Yearly, Yearly or Trial HSC examination completed during a designated examination period. It is undertaken individually, under supervised examination conditions and includes one or more unseen questions or items."

"Tests of limited scope (ie include a small number of content areas, topics or modules) will continue to be relevant and appropriate methods of formal assessment. These types of tasks are not considered as formal written examinations."

Assessment and Reporting document NESA July 2017

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What are the implications for us?

- Each formal task to address a number of skills
- Need to think more creatively about task design
- Perhaps use assessment task ideas from 7-10
- Use class /home time to practise HSC exam type questions
- Consider carefully the outcomes to be addressed in each formal task. All outcomes to be addressed over 2 years

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Languages update



1. K-10 Syllabus Implementation timeline

2017-2018 - Familiarisation and planning
2019 - Start teaching K-7 and Yr 9 elective
2020 - Start teaching Yr 8 and Yr10 elective

2. Current Extension texts extended to 2019 HSC

3. New extension texts

Cross sectoral resources will be developed this year

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Upcoming PL opportunities

K-10 Syllabus familiarisation and planning workshops

- 29/3/18 and 29/5/18 @ AIS
- Rural workshops June-August
- Online course (available from end of term 2)
- In school consultancies

Cross sectoral Conferences

- MLTA: 19-20 July
- Japanese: 17/8/18
- Italian: 21/9/18
- Indonesian: – November (date TBC)

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Staying connected


Twitter:

#AISNSW #mltansw #newsatNESA
#ozlanged #langchat

Facebook:

Japanese Language Teachers of Australia
French Teachers Australia
Indonesian Language Teachers in Australia
Deutsch Lehrer Lernen- Australia 2016
Global Innovative Language Teachers


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References and resources

- **NESA** –
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages>
- www.aisnsw.edu.au/languages
- <http://aisnswlanguages.wikispaces.com/Home>

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AISNSW Languages- Stage 6 Assessment Task Design Process

	Steps >>>	Provocation >>>	Example	
1	GOALS	"What knowledge and/or capabilities do I want them to demonstrate in this task?"	Students will exchange and justify their opinions on their schooling, as well as the Australian education system compared with the German.	
2	SKILLS	"How will they most likely engage with this topic in real life?" eg. In speech? Will they hear it?	Speaking Writing	
3	OUTCOMES	"Which outcomes from the syllabus best describe what they will be demonstrating in this task?"	1.3 The student exchanges and justifies opinions and ideas on known topics 1.4 the student reflects on aspects of past, present and future experience	
4	TASK	"What can I get them to do that will give them the best opportunity to demonstrate their learning?"	SPEAKING: Students will produce a 3-5 minute film clip for their host family in Germany in which they present a typical school day, from start to finish. They will have the lifespan of the unit to complete it. WRITING: On the day of submission, students will write a 200 word essay (in German) in which they compare and contrast the features of the German and Australian education systems.	
5	MARKING CRITERIA	"What do students have to do to achieve success in this task?"	SPEAKING <ul style="list-style-type: none"> • Fluency & authenticity • Depth and breadth of vocabulary 	WRITING <ul style="list-style-type: none"> • Depth & breadth of vocabulary • Grammatical accuracy and complexity • Comparison & reflection
6	FEEDBACK AND REFLECTION	"How will I feedback to them and what will happen as a result?"	SPEAKING <ul style="list-style-type: none"> • Peer marking (rubric) • Spoken feedback recorded by teacher • Follow up task: student records responses to target questions 	WRITING <ul style="list-style-type: none"> • Photocopy unmarked scripts • Peer marking of copies • Teacher marks up original but doesn't reveal grade/mark • Student re-submits • Teacher re-marks and reveals both marks

Assessment Task Planner <i>Sample Template</i>				
Year Group		Language		
Name of Unit	Topic: Sub topic:			
Goals of the task	By doing this task, the students will demonstrate their ability to:			
Type of task Eg. Group project; In-class test; Take-home project; Presentation	.			
The Task <ul style="list-style-type: none"> What will the students do? How will they demonstrate their understanding? 	Students: Step 1: Step 2:			
Skill/s to be targeted (tick all that apply)	Listening	Reading	Writing	Speaking
Content What knowledge will students be asked to demonstrate? Eg. Daily Routine vocabulary, subjunctive tense				

Syllabus outcomes	k
Marking Criteria	Students will be marked on:
Feedback How will feedback be provided?	To student: - To teacher: - To parents: -
Evaluation/Reflection How will you evaluate the success of this task?	
Resources	

Assessment Task Planner <i>Sample Task</i>			
Year Group	Yr 11	Language	Japanese Continuers
Name of Unit	Topic: Leisure and lifestyles Sub topic: Sport and hobbies: Preparing for 2020 Tokyo Olympics		
Goals of the task	By doing this task, the students will demonstrate their ability to: Talk about sports and events that they enjoy and want to see Understand and use a range of vocabulary related to organising a sporting event Understand and use the following structures: たい、おうと思う、 たりたりする ができる から because Build upon prior learning Express preferences Use a dictionary		
Type of task Eg. Group project; In-class test; Take-home project; Presentation	Ongoing take home task over the duration of the unit. Given at the beginning of the unit, allowing 4-6 weeks to complete. Check in points along the way. 1-2 class lessons given to assist with the drafts of writing and speaking components.		
Task Description <ul style="list-style-type: none"> What will the students do? How will they demonstrate their understanding? 	Students: 1. engage with and respond to 2 reading passages (みらい5 – p 96、お弁当 Senior p62-63) (range of question types including: identifying grammar elements, factual comprehension, summarising content, evaluating information) 2. use the Youtube clip of the 2020 Tokyo Olympics trailer as stimulus and record a possible 1-2minute narration, using language to promote the Tokyo Olympics 3. are entering a competition to win tickets to go to the 2020 Olympics in Tokyo. Write 200ji explaining why you want to go to the Olympics in Tokyo.		

Skill/s to be targeted (tick all that apply)	Listening	Reading	Writing	Speaking
Content What knowledge will students be asked to demonstrate? Eg. Daily Routine vocabulary, subjunctive tense	<ul style="list-style-type: none"> - vocabulary associated with sports and sporting events - future tense - expressing preference - indicating a reason - katakana and kanji associated with the topic 			
Syllabus outcomes	1.1,1.2,1.3 2.1,2.2,2.3 3.1,3.2,3.5 4.1,4.2,			
Marking Criteria	Students will be marked on: Reading <ul style="list-style-type: none"> - Identifies and understands focus grammar structures and vocabulary - Identifies factual information - Understands the gist of the text - Interprets and evaluates the ideas and information Writing <ul style="list-style-type: none"> - Responds logically and thoughtfully - Well sequenced ideas - Accurate use of focus grammar points - Accurate script Speaking <ul style="list-style-type: none"> - Use of a range of vocabulary and structures building upon prior learning - Use of focus grammar structures and vocabulary - Sequencing of ideas - Correct pronunciation 			
Feedback How will feedback be provided?	To student: <ul style="list-style-type: none"> - annotated comments on scripts - spoken comments on recording 			

	<ul style="list-style-type: none"> - marking rubric <p>To teacher:</p> <ul style="list-style-type: none"> - student evaluation of task <p>To parents:</p> <ul style="list-style-type: none"> - P/T meeting - Formal report
Evaluation/Reflection How will you evaluate the success of this task?	<ul style="list-style-type: none"> - Student evaluation of task - Range of marks/grades – Did it discriminate?
Resources	<ul style="list-style-type: none"> - みらい5 –p 9 6、 - お弁当 Senior p62-63 - Tokyo Olympics trailer https://www.youtube.com/watch?v=FNugKVG781I

PORTFOLIO TASKS

Reading/ Writing	Listening/ Speaking
6 weeks	6 weeks
5 x reading texts on topic <u>Suggestions:</u> <ul style="list-style-type: none"> Past HSC or Trial HSC R&RA texts (not the questions) Textbook pages texts from websites (media and commerce outlets, social media) Transcripts from listening tasks or podcasts 	5 x listening texts on topic <u>Suggestions:</u> <ul style="list-style-type: none"> Past HSC or Trial HSC R&RA texts YouTube clips Music videos from YouTube Film extracts (short films, Extension prescription) Recording of streamed radio or TV Audio tasks from textbooks Recordings from previous students/ exchange students
Task (Reading) <u>For each text:</u> <ul style="list-style-type: none"> 1x informative question Eg. <i>"In your own words, what do you think this text is about?"</i> 1x analytical and/or evaluative question Eg. <i>"Do you agree with the author's perspective? Why/Why not?"</i> Student creates task from unknown vocabulary for peers to complete eg. Quizlet/Quizizz/LP list, find-a-word, crossword 	Task (Listening) <u>For each text:</u> <ul style="list-style-type: none"> 1x informative question Eg. <i>"In your own words, what do you think is happening in this text?"</i> 1x analytical and/or evaluative question Eg. <i>"Did you enjoy listening to this text? Why/Why not?"</i> Student makes and submits a recording of themselves reading aloud any unknown vocabulary from the text
Task (Writing) <u>Suggestions:</u> <ul style="list-style-type: none"> Students write a summary (or synthesis) of all 5 texts in the L2, either at home for submission, or in class* Students write a creative piece from the perspective of one of the authors Students write an opinion piece in response to one of the texts (op-ed, letter to the editor, speech) 	Task (Speaking) <u>Suggestions:</u> <ul style="list-style-type: none"> Students use their phone to record their responses to questions in the L2 Eg. <i>"Which of the 5 texts did you find most interesting? Why?"</i> Teacher interviews student one-on-one about content of texts, working through knowledge > analysis > evaluation questions Students prepare a 2 minute presentation (choice of formats-movie, audio recording, speech or skit) summarising the content of the texts and their overall opinion on the topic
Format Reading <ul style="list-style-type: none"> Students receive task (including all 5 texts) at the beginning of unit Students submit one task response per week over span of unit Teacher marks each submission according to common rubric: records mark but does not reveal it to student Teacher goes through feedback process with student (in person if possible) after each submission 	Format Listening <ul style="list-style-type: none"> Students are enabled access to all 5 texts from the beginning of the unit (eg. via school LMS platform, Dropbox, Google sites, Padlet/ Popboardz, or onto student USB) Students submit one task response per week over span of unit Teacher marks each submission according to common rubric: records mark but does not reveal it to student

<p>Writing Options:</p> <ul style="list-style-type: none"> • At home: students hand-write their response and submit on nominated day in Week 6 • In class: students complete written response under timed conditions in class (teacher may provide un-annotated copies of texts) 	<ul style="list-style-type: none"> • Teacher goes through feedback process with student (in person if possible) after each submission <p>Speaking Options:</p> <ul style="list-style-type: none"> • Students prepare presentation at home • Speech, conversation with teacher or skit/role play: Students prepare presentation in first lesson of a double period and present it in the second (teacher records it)
<p>Marking</p> <ul style="list-style-type: none"> • As per Stage 6 performance descriptors • Benchmarks for moderation and feedback purposes 	<p>Marking</p> <ul style="list-style-type: none"> • As per Stage 6 performance descriptors • Benchmarks for moderation and feedback purposes



ASSESSMENT TASK

There are three parts to this task.

PART A Reading and Responding B (allow 45 minutes)

- Students read and select more than 1 post from the following website:
[Aus Liebe für Liebe \(https://www.tumblr.com/dashboard/blog/ausliebe-fuerliebe\)](https://www.tumblr.com/dashboard/blog/ausliebe-fuerliebe)
- Students screenshot their chosen posts and send to Padlet page created by teacher
- Students write separate responses in German to their selected posts (150 words in total)

PART B/C – Listening/ Writing (allow 40 Minutes)

- Writing Task: Students are to imagine they are the woman being referred to in the following song. Having seen the clip on Youtube, she writes an **email** to her ex (the lead singer) in which she expresses her opinion on both him and the song's lyrics:
<https://youtu.be/68bL02Ogrt0>

This assessment addresses these syllabus outcomes		The student:
	1.2	Conveys information appropriate to context, purpose and audience
	1.3	Exchanges and justifies opinions and ideas on known topics
	1.4	Reflects on aspects of past, present and future experience
	2.1	Applies knowledge of language structures to create original text
	2.2	Describes, narrates and reflects on real or imaginary experiences in the past, present or future
	2.3	Structures and sequences ideas and information
	3.1	Identifies and conveys the gist, main points, supporting points and detailed items of specific information
	3.2	Summarises, interprets and evaluates information
	4.1	Recognises and employs language appropriate to difference social contexts
	4.2	Identifies values, attitudes and beliefs of cultural significance

Name: _____

MARKING CRITERIA

ABOVE STANDARD	STANDARD	APPROACHING STANDARD
	<p>(LISTENING)</p> <ul style="list-style-type: none">• Understands the overall gist and some specific details of spoken texts• Conveys the relevant information appropriately but with some inaccuracies• Demonstrates some ability to analyse spoken texts	
	<p>(READING & RESPONDING)</p> <ul style="list-style-type: none">▪ Analyses and responds to some specific details of the written text▪ Uses familiar vocabulary and language structures with some repetition and a number of minor inaccuracies▪ Presents ideas and opinions relevant to the task▪ Generally organises information effectively	
	<p>(WRITING)</p> <ul style="list-style-type: none">▪ Uses simple sentences and occasional more complex sentences with a satisfactory knowledge of syntax▪ Uses some variety of familiar vocabulary with occasional errors▪ Presents a number of ideas or opinions relevant to the task and includes some features appropriate to the text type▪ Sequences ideas with some degree of logic▪ Uses mostly descriptive or informative language	



ASSESSMENT TASK

There are three components to this task.

PART A – LISTENING (allow 15 mins)

- Students complete the listening task here: <http://bit.ly/2oTMBh0>
- Students can hear the text as many times as they wish (however sufficient time must be left for Part B to be completed and uploaded so a cut-off time is recommended)

PART B – SPEAKING (allow 20 mins)

- Upon completing the task, students are directed to a free online voice recording site where they record their responses to the questions posed

PART C – WRITING (allow 20 mins)

- Your German friends are speculating on Messenger on the daily routine of someone famous. In German, write a *description* of how you think this person's daily routine would look. (150 words)

This assessment addresses these syllabus outcomes		The student:
	1.1	Uses a range of strategies to maintain communication
	1.2	Conveys information appropriate to context, purpose and audience
	1.3	Exchanges and justifies opinions and ideas on known topics
	1.4	Reflects on aspects of past, present and future experience
	2.1	Applies knowledge of language structures to create original text
	2.2	Describes, narrates and reflects on real or imaginary experiences in the past, present or future
	2.3	Structures and sequences ideas and information
	3.1	Identifies and conveys the gist, main points, supporting points and detailed items of specific information
	4.2	Identifies values, attitudes and beliefs of cultural significance
	4.3	Reflects upon significant aspects of languages and culture

Name: _____

MARKING CRITERIA

ABOVE STANDARD	STANDARD	APPROACHING STANDARD
	<ul style="list-style-type: none"> Understands the overall gist and identifies many specific details of written texts Conveys the relevant information accurately and appropriately 	
	<ul style="list-style-type: none"> Maintains satisfactory communication with some degree of fluency but with possible repetition and inaccuracies in grammar and vocabulary Responds to questions with relevant information and opinions Demonstrates some ability to manipulate language 	
	<ul style="list-style-type: none"> Uses simple sentences and occasional more complex sentences with a satisfactory knowledge of syntax Uses some variety of familiar vocabulary with occasional errors Presents a number of ideas or opinions relevant to the task and includes some features appropriate to the text type Sequences ideas with some degree of logic Uses mostly descriptive or informative language 	
	<ul style="list-style-type: none"> demonstrates some understanding of the differences between Australian and German everyday life 	



ASSESSMENT TASK

There are two parts to this task.

PART A READING

- complete and submit **one** of the attached reading comprehension tasks **every 2 days** until all 10 tasks have been submitted
- When the final task has been marked and returned to you, you will have a further 5 days to write and submit a **synthesis** of approximately 200 words in *either* German or English, of the information contained in all 10 tasks.

PART B SPEAKING

- Prepare and deliver to the class a 3 minute speech *in German* in which you **compare and contrast the health of an average German with that of an average Australian**. It is expected that you will research the topic outside that which is found in the 10 reading tasks.

This assessment addresses these syllabus outcomes		The student:
	1.1	Uses a range of strategies to maintain communication
	1.2	Conveys information appropriate to context, purpose and audience
	1.3	Exchanges and justifies opinions and ideas on known topics
	1.4	Reflects on aspects of past, present and future experience
	2.1	Applies knowledge of language structures to create original text
	2.2	Describes, narrates and reflects on real or imaginary experiences in the past, present or future
	2.3	Structures and sequences ideas and information
	3.1	Identifies and conveys the gist, main points, supporting points and detailed items of specific information
	3.2	Summarises, interprets and evaluates information
	4.2	Identifies values, attitudes and beliefs of cultural significance

MARKING CRITERIA

ABOVE STANDARD	STANDARD	APPROACHING STANDARD
	<ul style="list-style-type: none"> Understands the overall gist and identifies many specific details of written texts Conveys the relevant information accurately and appropriately 	
	<ul style="list-style-type: none"> Maintains satisfactory communication with occasional fluency and correct intonation and pronunciation Presents ideas and opinions relevant to the task Uses familiar vocabulary and language structures with some repetition and a number of minor inaccuracies Incorporates occasional more sophisticated vocabulary and / or structures to present an original idea 	
	<ul style="list-style-type: none"> demonstrates some understanding of the health of both the average German and Australian 	

THEME: The Changing World
TOPIC: The World of Work
SUBTOPIC: Careers and Occupations

THEME: The Individual
TOPIC: Education and Aspirations
SUBTOPIC: Future Plans

Reading and Responding in German (15 Marks)

Respond in German to the blogpost below (200 words)

Problem von keinplan - 18 Jahre ♀

18.03.08

Abi, und dann???

Hallo alle zusammen!

Das ist jetzt das erste mal, dass ich jemanden übers Internet um Hilfe bitte. Aber ich bin echt planlos. Ich bin im Moment in der 12., mache also mein Abi. Meine Noten sind mittelmäßig (Durchschn.: 10,1 Punkte). Langsam wird's Zeit für mich, zu entscheiden wie es nach dem Abi weitergeht. Aber ich habe überhaupt keine Ahnung. Also, ich würde eigentlich am liebsten eine Ausbildung machen, aber da verdien ich dann so wenig, und Geld ist für mich ziemlich wichtig. Außerdem erwarten meine Eltern von mir, dass ich studieren gehe. Eigentlich habe ich echt keine Lust weiter zur Schule bzw. Uni gehen, aber wie gesagt, ich will später gutes Geld verdienen. So, und das ist mein Problem. Ich habe überlegt ein Duales Studium zu machen, BWL oder VWL oder so, aber ich weiß nicht, ob mein Zeugnis nicht zu schlecht dafür ist. Kann mir jemand weiterhelfen? ich kenne keinen, der sich da so auskennt, deshalb konnte ich auch keinen aus meiner Umgebung fragen. Ich hoffe jemand kann mir helfen oder seine eigenen Erfahrungen schildern.

Danke im Voraus

1

Listening (20 Marks)

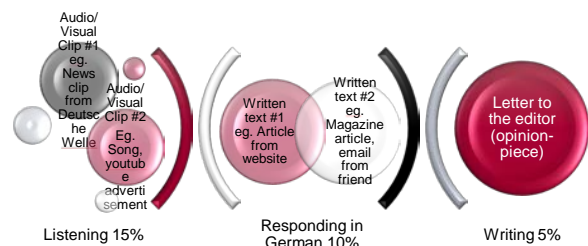
View the video *Karriere in Deutschland* and answer the questions in English

<https://goformative.com/student/#/assignments/ZQAK434>

Writing (10 Marks)

You are one month into an internship with a German multinational company. Write an email to your best friend in Germany in which you reflect on your experiences thus far.

¹¹ <http://mein-kummerkasten.de/149056/Abi-und-dann.html>



SAMPLE RESEARCH-STYLE ASSESSMENT TASK

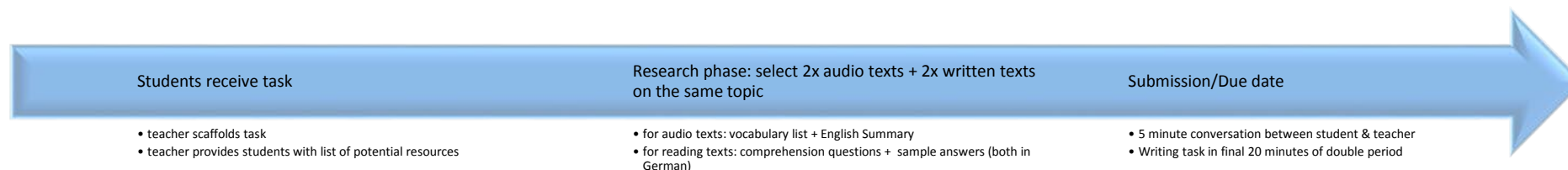
Suggested topics for this type of task:

The Individual: Relationships, Education System, Keeping Fit & Healthy

The German-speaking communities: Lifestyles, Daily Life; Celebrations

The Changing World: Youth Issues; Tourism & Hospitality

Listening		Reading		Writing	
The teacher	<i>Either allocates topics to students OR allows students to choose</i>	The student	Researches and selects two written texts on same theme matter as listening texts	The student	Has 20 minutes to write a <i>Letter to the Editor</i> in which they express their opinion on the topic they have researched
	<i>Sets due date to occur on a double period</i>		Writes comprehension questions (in German) to go with each text		<u>Marking criteria for whole task to include:</u> <ul style="list-style-type: none"> • Relevance of text/s to theme • Quality & accuracy of vocabulary list • Demonstrated understanding of Knowledge> Analysis> Evaluation questions • Ability to justify text selections (in spoken or written form) • Ability to express point of view in written German
The student	<i>Researches and selects 2 audio files that they believe are good representations of their allocated/ chosen topic</i>	The teacher & the student	Writes sample answers (in German) to each question		
	<i>Creates a vocabulary/ structures list online (eg. Quizlet/Quizzizz) as a class resource Writes a 250 word summary of both texts (in either English or German)</i>		Have a short 5 minute discussion (in German) in which the student explains why they chose each of their texts (Listening & Reading) OR student writes and submits a 150 word report in German explaining their text selections		



Examples of marking rubrics

Sample 1

(Adapted from NES A Syllabus)

This should be given to the students prior to commencement of the activity.

The same rubric to be used for all students regardless of individual choice of task.

This could be modified for a speaking or writing task.

<ul style="list-style-type: none">• The student has an extensive knowledge and understanding of the content and can readily apply this knowledge.• The student is able to manipulate language structures to create original language.• The student is able to accurately use all required script.	9 - 10	A
<ul style="list-style-type: none">• The student has a thorough knowledge and understanding of the content.• Can use the vocabulary and language structures accurately.• The student is able to accurately use most required script, with some pinyin.	7 - 8	B
<ul style="list-style-type: none">• The student has a sound knowledge and understanding of the main areas of content.• Uses some relevant vocabulary and language structures.• The student is able to accurately use some of the required script, with pinyin.	5 - 6	C
<ul style="list-style-type: none">• The student has a basic knowledge and understanding of the content.• Uses little relevant vocabulary and language structures.• The student communicates mostly in pinyin.	3 - 4	D
<ul style="list-style-type: none">• The student has an elementary knowledge and understanding in few areas of the content.• Uses very little relevant vocabulary and language structures.• The student communicates in a mixture of English and pinyin.	1 - 2	E

Sample 2

Could be amended for speaking or writing assessment

Marks	1	2	3	4
Content	Does not address prompt	Addresses part of prompt	General comments only	Responds to all parts of prompt in detail
Vocabulary	Uses only basic vocabulary	Makes several poor word choices Has awkward phrasing	Uses several new vocabulary items from current topic	Uses many new words from current topic
Grammar	Makes little attempt to use the focus grammar points	Makes many errors in focus grammar usage	Makes some errors in focus grammar usage	Grammar usage is perfect or nearly perfect
Organisation	Is difficult or impossible to follow	Attempt at logical sequencing is apparent	Is mostly logical	Is logical and thoughtful
Mechanics and spelling/ script	Fails to proofread	Has several important errors	Has one or two major errors	Is perfect or nearly perfect
TOTAL				/20 points

*Adapted from *Differentiated Instruction* by Deborah Blaz

Sample 3

Marking Rubric – Speaking and Writing

The general performance descriptors describe performance at each of five grade levels. Includes the statements from NESa and descriptors individualised to the task and the skills

A	<p><i>The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.</i></p> <p>Speaking and written texts include a range of structures and vocabulary with a variety of information pertaining to the topic. Student manipulates the language well to create original text. Flow and the communication is clear. In Speaking students' fluency and pronunciation is excellent. Students speak confidently with minimal errors. Minimal use of dictionary/ online translators for finding the meaning of a few words. Excellent use of script with minimal errors. (Task submitted on time.)</p>
B	<p><i>The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.</i></p> <p>Speaking and written texts include a range of structures and vocabulary with a variety of information pertaining to the topic. It is evident that student is attempting to manipulate language to create original texts. Texts flow and the communication is clear.</p> <p>In Speaking students' fluency and pronunciation is excellent. Students speak confidently with slightly more errors than Grade A.</p> <p>Minimal use of dictionary for finding the meaning of a few words. Generally, excellent use of script, minimal errors. Some problems with katakana (Task submitted on time.)</p>
C	<p><i>The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.</i></p> <p>Speaking and written texts include some newly taught focus structures and vocabulary. Little or no evidence of the student attempting to manipulate language to create original texts. Generally texts flow and the communication is clear. There may be some difficulty in comprehension due to grammatical errors (tenses, particles).</p> <p>In Speaking student speaks with pauses and at times not confidently. More errors than Grade B.</p> <p>Increased use of dictionary for finding the meaning of a few words. Increase in script errors Some consistent problems with katakana and kanji (Task may not have been submitted on time.)</p>
D	<p><i>The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.</i></p> <p>Speaking and Written texts demonstrate a poor command and understanding of the language. Many errors. In speaking fluency and pronunciation makes speech difficult to understand. Lacks confidence.</p> <p>Uses dictionary/scaffolds to create texts. Use of Japanese script minimal or only uses romaji.</p> <p>Uses simple sentence structures with considerable errors.</p> <p>Lacking a variety of information. (Task not submitted on time)</p>
E	<p><i>The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.</i></p> <p>Basically a non-attempt. Isolated words. Incoherent.</p>

Sample 4

Writing (5 Marks)

Informative/Descriptive

Criteria	Marks
<ul style="list-style-type: none">Writes effectively and appropriately in relation to the audience, purpose and context of the taskManipulates vocabulary, language structures and features authentically and creatively relevant to the task	5
<ul style="list-style-type: none">Writes with a good understanding of the audience, purpose and context of the taskDemonstrates a good understanding of vocabulary, language structures and features relevant to the task	4
<ul style="list-style-type: none">Writes with some awareness of the audience, purpose and context of the taskDemonstrates some understanding of vocabulary, language structures and features relevant to the task	2–3
<ul style="list-style-type: none">Produces some comprehensible language relevant to the task	1

Writing (10 Marks)

Evaluative/Persuasive

Criteria	Marks
<ul style="list-style-type: none">Writes effectively and appropriately for the audience, purpose and context of the taskManipulates language structures authentically and creatively relevant to the taskSequences and structures ideas and information coherently and effectively	10
<ul style="list-style-type: none">Writes with a good understanding of the audience, purpose and context of the taskDemonstrates an excellent understanding of language structures relevant to the taskSequences and structures ideas and information effectively	8–9
<ul style="list-style-type: none">Writes with an understanding of the audience, purpose and context of the taskDemonstrates a good understanding of language structures relevant to the taskOrganises some information and ideas	6–7
<ul style="list-style-type: none">Presents some information, opinions or ideas relevant to the taskDemonstrates a rudimentary understanding of vocabulary and sentence structuresAttempts to organise information and ideas	4–5
<ul style="list-style-type: none">Attempts to address the requirements of the taskUses single words, set formulae and unrelated sentences to express information	2–3
<ul style="list-style-type: none">Produces some comprehensible language relevant to the task	1

Sample 5

Single-Point Rubric

ABOVE STANDARD	STANDARD	APPROACHING STANDARD
	<p>(LISTENING)</p> <ul style="list-style-type: none"> Understands the overall gist and some specific details of spoken texts Conveys the relevant information appropriately but with some inaccuracies Demonstrates some ability to analyse spoken texts 	
	<p>(READING & RESPONDING)</p> <ul style="list-style-type: none"> Analyses and responds to some specific details of the written text Uses familiar vocabulary and language structures with some repetition and a number of minor inaccuracies Presents ideas and opinions relevant to the task Generally organises information effectively 	
	<p>(WRITING)</p> <ul style="list-style-type: none"> Uses simple sentences and occasional more complex sentences with a satisfactory knowledge of syntax Uses some variety of familiar vocabulary with occasional errors Presents a number of ideas or opinions relevant to the task and includes some features appropriate to the text type Sequences ideas with some degree of logic Uses mostly descriptive or informative language 	